DOCUMENT RESUME

ED 399 541 CS 215 452

TITLE	Focused Holistic Scoring Guide: The Persuasive/Argumentative Composition, Grade 8, 1993-94. End of Grade Testing, North Carolina Writing, Grades 4, 6, and 8.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE	[94]
NOTE	47p.
PUB TYPE	Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Evaluation Methods; *Grade 8; *Holistic Evaluation; Junior High Schools; *Persuasive Discourse; *Scoring; State Programs; *Student Writing Models; *Writing Achievement
IDENTIFIERS	*North Carolina; Writing Prompts

ABSTRACT

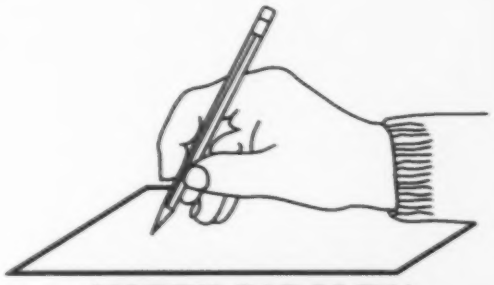
This guide presents scoring criteria, the writing prompt, and sample student papers for the grade 8 end of grade persuasive/argumentative composition statewide writing achievement test. The introductory section presents background information on statewide writing tests in North Carolina, scoring writing samples, and the scoring process. The next section presents the focused holistic scoring criteria for the persuasive/argumentative composition, the writing prompt, and sample papers at each scoring level. The last section presents the rating scale for assessing students' use of the conventions of writing, along with sample student papers. (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 399 541

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
HAS BEEN GRANTED BY
E Brumback
TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

end of grade testing



NORTH CAROLINA
WRITING, GRADES 4, 6, AND 8

FOCUSED HOLISTIC

SCORING GUIDE

THE PERSUASIVE/ARGUMENTATIVE COMPOSITION

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

GRADE 8

1993 - 94

TABLE OF CONTENTS

		Page
I.	SECTION ONE: INTRODUCTION	
	BACKGROUND	1
	SCORING WRITING SAMPLES	1
	THE SCORING PROCESS	2
II.	SECTION TWO: THE PERSUASIVE/ARGUMENTATIVE COMPOSITION	
	FOCUSED HOLISTIC SCORING CRITERIA	4
	Main Idea	4
	Supporting Details	5
	Organization	5
	Coherence	5
	PERSUASIVE/ARGUMENTATIVE WRITING PROMPT	7
	FOCUSED HOLISTIC SCORE SCALE	8
	SCORE SCALE APPLICATIONS	9
	Score Point 1	9
	Student Papers - Score Point 1	10-14
	Score Point 2	15
	Student Papers - Score Point 2	16-21
	Score Point 3	22
	Student Papers - Score Point 3	23-28
	Score Point 4	29
	Student Papers - Score Point 4	30-37
	Nonscorable (NS)	38
III.	SECTION THREE: CONVENTIONS RATING	
	EIGHTH GRADE CONVENTIONS RATING SCALE	39
	EIGHTH GRADE CONVENTIONS SCORING CRITERIA	40
	CONVENTIONS SCALE APPLICATIONS (student papers)	42-44

SECTION ONE: INTRODUCTION

BACKGROUND

On June 13, 1977, the North Carolina General Assembly enacted a law directing the State Board of Education to evaluate annually the educational progress of North Carolina students in the first, second, third, sixth, and ninth grades. Furthermore, the law provided for the establishment of the North Carolina Annual Testing Commission. This Commission was charged with the task of annually reviewing tests and recommending to the State Board of Education the tests to be used in the North Carolina Annual Testing Program.

In North Carolina, developmental efforts in the assessment of writing began in 1979, and much of the developmental work completed since 1979 has been integrated and used by the Commission. The Commission reviewed materials, conferred with writing consultants, determined criteria to be measured, developed test items and scoring guides, conducted small-scale tryouts, examined processes and products of preliminary studies, and conducted field studies relating to technical issues. The deliberations of the Commission included public hearings to solicit information and opinion from educators and the public.

In 1983, several items/prompts were field tested with selected sixth and ninth graders. Student writing samples were collected and scored using two different methods: focused holistic scoring and criterion scoring. After examining field test results, the Commission chose items and the focused holistic scoring method to be used in the statewide assessment of writing scheduled for the 1983-84 school year. In 1983-84, descriptive writing was assessed at the sixth grade level, and persuasive writing was assessed at the ninth grade level. In 1984-85, clarification writing was assessed at the sixth grade level, and point-of-view writing was assessed at the ninth grade level. In 1985-86, the annual assessment of students in the ninth grade was changed to assess students in the eighth grade. In 1985-86, clarification writing was assessed at the sixth grade level, and persuasive writing was assessed at the eighth grade level. In 1986-87, descriptive writing was assessed at the sixth grade level, and point-of-view writing was assessed at the eighth grade level.

The Commission believes that statewide emphasis on writing instruction is needed and that the measurement of writing will enhance instructional efforts which will, in turn, improve student achievement in other areas of the curriculum. When writing is measured and the results are provided to teachers and students, more information will be available for use in planning for the instruction, time allocation, and resources necessary for those who have not made adequate progress in acquiring essential writing skills. Writing is a basic skill and should be measured in order to focus on its development in the state's public schools.

SCORING WRITING SAMPLES

Interest in the scoring of writing samples is not new in the field of education. For a long time, the general feeling has prevailed that it is probably not possible and certainly not wise to make assumptions about a writer's proficiency without reading actual writing samples. However, there were several problems related to scoring large numbers of writing samples. Writing scores were considered generally unreliable because of the difficulty in getting scorers to agree on the rating that should be assigned to a writing sample. With the innovation of optical scanning equipment, the efficiency and economics of testing and quickly scoring large numbers of examinees with multiple-choice tests became enormously enhanced. As a result, for many years hand-scoring was restricted to writing samples from a small population of college-bound students.

Within the last ten years, however, sufficient concern about the general quality of writing among public school and college students in the country has caused instructional and measurement specialists alike to reopen the issues related to scoring writing samples. Considerable research efforts have been dedicated to isolating the sources of the historic unreliability of writing scores. As a result of these efforts, acceptably reliable scores are possible when certain training and scoring procedures are carefully controlled and monitored. Because of the concern about writing skills, North Carolina now includes a writing assessment in its yearly statewide testing program.

The selection of a scoring procedure to be used in a writing assessment program must be influenced by the program's purpose and by knowledge about the information that the program is expected to provide. The Testing Commission, representing the interests of North Carolina educators, wishes to collect and provide information about skills related to the composing domain. In addition, the Commission wishes to collect and provide information related to the general facility of students with certain skills related to the domains of sentence formation, usage, and mechanics. To achieve these ends, two independent observations are made about each composition. The first observation is a score of NS (nonscorable), 1, 2, 3, or 4, as defined by a focused holistic score scale. The second observation is " + " or "-" indicating whether the writer has demonstrated proficiency in certain specific conventions of written composition. The scoring procedure is based upon the assumption that both observations will be made as the result of only one reading of each composition per reader.

Focused holistic scoring as defined by the Testing Commission, is closely related to holistic scoring in that the assigned score reflects the reader's general impression of each composition's quality. This process differs from pure holistic scoring, however, in two important ways. First, it requires that readers focus their attention on a set of prescribed composition characteristics and assign a score based upon the composition. Second, this process requires that each possible score represents a specific level of proficiency in the complete set of composition characteristics being observed. Each point on the focused holistic scale is anchored by a statement or a series of statements that describe the proficiency level that the point represents. The focused holistic score, then, has particular instructional value because it is associated with a description of performance.

The second observation made by the readers describes the writer's general dichotomous decision indicating that the writer either is or is not proficient in the specified conventions. One decision will represent the writer's proficiency in all of the specified conventions.

THE SCORING PROCESS

The first objective of reader training is to capitalize on the common knowledge and understanding among readers and to remove, at least temporarily, the biases that readers might hold concerning the related importance and appropriateness of certain characteristics of written composition. The training material is designed to give clear definition to each characteristic that the reader will be asked to evaluate. In every instance where possible, the scoring guide reduced judgment and inference to the lowest possible level. It is essential that readers accept the definitions set forth in the scoring guide.

Before scoring begins, test booklets are divided so that student and school identification information is separated from the compositions. Thus, readers cannot be influenced by such a factor as geographical location. Each composition is scored by two independent readers who are expected to assign the same score in almost all cases. To ensure accuracy in scoring, readers are required to reach a common understanding of the definitions and of applications of the definitions.

For this reason, agreement with other readers and consistent adherence to the scoring criteria are monitored throughout the scoring session. Team leaders receive special training and are able to provide assistance or clarification to readers during the scoring session. In addition, team leaders rescore all compositions on which the two scores are discrepant by more than one score-scale point. For those compositions on which the two scores are discrepant by a single score-scale point, a mid-point score is assigned to the composition. For example, if Reader A assigns a composition a score of 2 and Reader B assigns the composition a score of 1, the score reported to student and teacher is 1.5.

Strict security guidelines are observed for the scoring process. For this reason, readers must sign a confidentiality statement, wear an identification badge at all times while in the scoring area, and leave all scoring materials in the scoring rooms. Security personnel monitor compliance with all security guidelines.

SECTION TWO: THE PERSUASIVE/ARGUMENTATIVE COMPOSITION

FOCUSED HOLISTIC SCORING CRITERIA

The following sections provide definitions and discussion of the scoring criteria.

The Scoring Domain: Composing

The composing domain includes all of the characteristics of composition that bear on or influence the effective delivery of the writer's statement or message. These characteristics include the specification of an adequately narrowed subject, developed with sufficient information to explicate the subject and delivered with sufficient and appropriate organization, logic, and coherence to provide meaningful communication of the writer's statement or message to the reader. The composing characteristics that will be observed through this scoring activity are described in the following general terms:

a. main idea
b. supporting details
c. organization
d. coherence

The Composition Type: Persuasive/Argumentative

Composition types can be conveniently classified according to the writer's orientation. The persuasive composition is audience oriented in that it establishes the writer's position and seeks to influence an audience to adopt the writer's position. The audience is the person or group to whom the composition is directed.

The four composing characteristics that are to be observed assume specific meaning when applied to the persuasive composition. A discussion of each characteristic and its application to the persuasive composition follows:

Main Idea

The writer identifies the cause that is being promoted through the composition. The writer must focus on the subject matter that is identified. If the writer retreats from the subject matter, causing the focus to be unclear, the writer's main idea is weakened.

The nature of the persuasive mode of discourse is such that the writer must attempt through the composition to bring about a change in a current condition. The condition may be circumstantial or philosophical in nature. The writer must take a position with regard to the subject matter. It is possible that a writer might effectively make use of an inductive organizational plan, building an argument, through example or detail, toward the actual statement of a position. The reader will identify a position. If the writer's position is clear, the main idea has been clearly indicated, whether or not the statement of the position occurs at the beginning of the composition.

Supporting Details

The writer provides sufficient and appropriate information to persuade the reader that the change being promoted has merit. Several important concepts must be considered in judging whether details are supportive. These are the concepts of "sufficiency" and "appropriateness." Sufficiency has to do with information load but should not be confused with the concept of amount. The writer may present this information with such power as to cause it to be sufficient. On the other hand, the writer may present many pieces of information in support of the position, but fall short of sufficient persuasive content. Simply listing undeveloped details is a common characteristic of insufficiency. Redundancy or the repetitious paraphrasing of the same point is also a common characteristic of the information that is provided. Appropriateness is a concept that has particular significance in the persuasive composition. Appropriateness has to do with the sense of awareness that the writer seems to have regarding who the audience is and how best to select and present information to be maximally persuasive with the specified audience.

Organization

The writer establishes for the reader a sense of beginning, development, and ending in the composition. The writer establishes for the reader a sense of an overall plan for the composition. There is evidence of an organizational strategy.

Coherence

Coherence occurs when the sentences in a composition are logically connected. The writer establishes relationships between and among the ideas, causes, and/or statements in the composition. Coherence in persuasive composition is a quality that results from the effective use of organization, unity, reason, and logic. The writer may employ one or more of several devices to achieve coherence. Among the most common devices are:

a. repetition
b. pronouns
c. synonyms
d. parallel structure
e. connectives
f. transitions

Examples of words and phrases that might be used to signal connections or transitions in a clarifying composition follow:

Additional Facts:
again, also, another, and, besides, finally,
further, furthermore, in conclusion, initially,
next, to begin with.

Similarities:
as, as though, also, in the same way, similarly.

Contrasts:
although, but, despite, either, even though,
however, if, in spite of, instead, neither, still,
unless, yet.

Place:
above, among, adjacent, below, beyond, farther, nearby, opposite, there, under.

Cause:
all things considered, because, since.

Result:
as a result, consequently, for this reason, obviously, so, therefore.

Repetition:
all of this means, in brief, in other words, that is to say, to conclude, to summarize.

Specific Examples:
a few of these are, especially, for example, in particular, specifically.

Emphasis:
basically, essentially, certainly, in fact, indeed, of course.

Time:
after, afterward, as soon, before, finally, later, now, not long after, until, when, while.

The focused holistic scoring activity will require that readers observe the level of proficiency indicated by the integration of these four characteristics. Each reader will assign only one focused holistic score to each composition.

PERSUASIVE/ARGUMENTATIVE WRITING PROMPT

On the following page is a copy of the persuasive writing prompt/item as it appeared in the 1993-94 eighth-grade test booklet.

The manager of the mall is considering a mall policy which will state that teenagers under the age of fifteen may not be in the mall without an adult chaperone. Much of the shoplifting and property damage has been attributed to teenagers.

Write a letter to the manager of the mall telling him/her whether you agree or disagree with the policy. Persuade the manager to take the action you want taken.

As you write your letter, remember to:

- Be sure to tell the manager why you agree or disagree with the proposed policy.
- Give at least two different reasons in support of your argument and explain your reasons.
- Write in complete paragraphs.
- Check to be sure that you are writing good sentences.
- Use correct grammar, spelling, punctuation, and capitalization.

You may use the blank sheet of paper given to you by your teacher to plan your letter. Anything you write on the blank sheet of paper will not be scored. You must begin writing the final copy of your letter on the next page.

Now begin the final copy of your letter on the next page.

PERSUASIVE/ARGUMENTATIVE COMPOSITION
FOCUSED HOLISTIC SCORE SCALE

Score Point 4 — The response exhibits a strong command of persuasive writing. The writer has identified the subject matter, has taken a positive position about the subject matter, and has appropriately and effectively presented persuasive information in support of the position that he/she has taken. The writer's organization provides a clear sense of logical progression and overall completeness. The composition is coherent.

Score Point 3 — The response exhibits a reasonable command of persuasive writing. Most of these responses will have two or more adequately elaborated reasons. However, some responses may have one reason which is well-developed and well-articulated. The writer has a sense of audience and has attempted to establish rapport with that audience through the use of persuasive argument. The writer's organization provides a reasonable sense of logical progression. The response is generally coherent and complete overall, although minor weaknesses are present.

Score Point 2 — The response exhibits a weakness of persuasive writing. The writer has stated a position and has presented reasons in support of that position. Some of these responses will contain two reasons with some elaboration. Others may have only one reason, but that reason is moderately well-elaborated. Still others are merely lists of reasons without elaboration. These responses may be poorly organized and may not establish a logical progression. Some responses introduce ideas which are not explained or related to the argument, causing the reader to make inferences.

Score Point 1 — The response exhibits a lack of command of persuasive writing. There is evidence that the writer has read the prompt and has attempted to respond to it. There may be little or no sense of focus on the subject, and/or the writer has provided little or no clear cause for the position. Many of these responses exhibit no strategy or sense of control, while others demonstrate control but support the position with only one or two unelaborated reasons.

NS — This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompt, and responses that are off topic or incoherent. The Scoring Director must give permission for the use of "NS."

SCORE SCALE APPLICATIONS

This section provides several examples of compositions that represent each of the possible scale points. These examples will help to clarify the scale points and should be used to guide the application of the scale through scoring activities.

Score Point 1

The response exhibits a lack of command of persuasive writing. There is evidence that the writer has read the prompt and has attempted to respond to it. There may be little or no sense of focus on the subject, and/or the writer has provided little or no clear cause for the position. Many of these responses exhibit no strategy or sense of control, while others demonstrate control but support the position with only one or two unelaborated reasons.

Write the final copy of your letter here. You may use this page and the next page.

Dear Mall Manager,

I Disagree what has taken place in your letter. I Know It is true about Shoplifting in the mall but I Don't think you should punish everyone for this.

There are more good then bad at the mall fore one reason without the children the parents don't spend most of their money. Secound, most teenagers would not go to the mall with there parents So that will coast you a change in profits.

Back to my first reason without the children the parents might Save thier money instead of leaving them behind they should take more like me and we would ask for more stuff (toys, cloths, food, shoes, exc).

getting right along to my secound reason most teenagers would not be caught with there parents in a mall or anywere. Put your self in my case? would you won't to be home writing a letter about how you can get your self back into the mall or just be at the malle

Getting a new reason third here's a good one for you Do you have children under 15 that like to go to the mall if not your coasting you self more and more every time. I right a paragraph. for my conclusion I think you should let teenagers under 15 into the mall and hire more cops

Sincerly

Score point 1: This response gives two reasons ("without the children the parents don't spend most of their money," and "most teenagers would not go to the mall with there parents"), and although there is some extention, they are basically repeated instead of sufficiently elaborated. The attempt at a third reason near the end of the response is uncontrolled and confused.

STOP

Write the final copy of your letter here. You may use this page and the next page.

Dear Mall Manager,

There are two reasons why a teenager under 15 should go to the mall without an adult.

The first reason why he/she should go into the mall without an adult is the manager should be able to supply a scaner or cameras, the scaner is for when they come out and the camera for when he/she decides that they are good enough to get away with shoplifting.

My second reason why teenagers under 15 should be able to go in the mall without an adult is, either they could be followed or persecuted, followed so that he/she will not get away with shoplifting, and persecuted just in case they do get away by someone following he/She they will be chased until he/she are caught.

Score point 1: This student responds to the prompt by giving one reason about teenagers under 15 being able to go in the mall without an adult so they can be persecuted, but the supporting details are confusing and the reasons become unfocused answers to the problem of security.

Write the final copy of your paper here.

Dear Manager,

I don't agree with the policy. because its stupid and theres no point in to it. The mall is for all students of all ages.

First it stupid becas if you allow only students with a parent there going to wander off anyway

Second, parents would Care about the policy and didn't there Kids of anyway

Most people in the mall is going to shoplift, and it not only teenagers,

So, the policy is irresponside and reduiculus.

Sincerely,

Score point 1: This response gives a clear answer that they disagree with the policy and gives three reasons ("there going to wander off anyway," "parents would care," "people in the mall is going to shoplift"), but there is no elaboration.

Write the final copy of your paper here.

Dear Manager,

I disagree on that statement you said about most of shoplifting is by teenagers because I go in the Mall about 3 times a week and, I see things I like but I know I dont have any money on me. I no not to touch it because my Mom told me better then that but dont get me wrong because it is younger people that still and it's older people that still but, I dont think you should stop teenagers from going to the Mall but that's somewere you and your friends hang out at and have fun at. I go there with my friends we eat, walk around in the Mall looking at guys and going to the arcade room and play them games but the way I look at it is you should not stop teenagers from going to the Mall because its older people that be stilling things that over 15teen years old.

Score point 1: This student gives two specific reasons ("it's older people that still" and "that's somewere you and your friends hang out"), but lacks any strategy or sense of control.

Score Point 2

The response exhibits a weakness of persuasive writing. The writer has stated a position and has presented reasons in support of that position. Some of these responses will contain two reasons with some elaboration. Others may have only one reason, but that reason is moderately well-elaborated. Still others are merely lists of reasons without elaboration. These responses may be poorly organized and may not establish a logical progression. Some responses introduce ideas which are not explained or related to the argument, causing the reader to make inferences.

Write the final copy of your letter here. You may use this page and the next page.

Dear Mall Manager,

I disagree with your idea. Teenagers who haven't done any harm to the mall should be able to come to the mall without an adult chaperone. Take this from me, I, am a teenager and I don't want to go to the mall walking around with an adult following you every single place you go. If you do decide that you are going to go through with this rule, you will loose a lot of business. For two reasons, teenagers wouldn't want their parents following them around. My second reason is you would loose a lot of business.

I think that teenagers should be allowed in the mall without an adult chaperone. One reason is teenagers don't want to be in the mall with their friend and their parents are following them around. That's not fun at all. If you do make that a rule, you should at least let the parents go one way and the teenagers go the other. What if for example, two teenagers a girl and a boy wanted to go to the mall to hang out for a few hours and that was the law. Then they would have to go and find an adult or some one over 15.

My final reason is that the mall will loose a lot of business. As you know teenagers give the mall most of its business. Now if you make that a law, teenager wouldn't want to come unless they are already 15 or over. But of some girls 14½ want to come to the mall and they didn't know the new rule. They would have to leave the mall go and find somebody who is 15 or older then come back. They are not going to do that. Chances are that they probably won't come back.

I do think that teenagers should be allowed in the malls without a chaperone. For two reasons. You will loose a lot of money and teens aren't going to come.

Score point 2: This response gives two reasons ("teenagers wouldn't want their parents following them around" and "you would loose a lot of business") with some elaboration but is repetitious and shows a lack of organization.

STOP

Write the final copy of your letter here. You may use this page and the next page.

Dear Mall Manager,

I disagree with this action that your trying to do. One reason I don't think it's fair to other kids who don't steal. Another reason is that all of your business will be lost. Those a my two reasons.

I don't think it's right because it's not fair to kids who don't steal. I don't think other people should be punished for what other people. I mean, they didn't do anything. Most kids like to have fun and go to the mall. How can they have fun at the mall when they are not in the mall?

My other reason is that all of their business would be lost. About half of the people at the mall are not over 15. they will will lose over half of their business. The mall will close. No kids want their parents with them at the mall. Would you??

My opinion is that the mall manager should not make it a policy, I gave my reasons why. One is that I don't think it's fair to kids who don't steal. my other reason is they will lose business

Score point 2: This response gives two reasons ("I don't think its fair to other kids who don't steal," and "all of your business will be lost"), which are extended, repetitious and minimally elaborated.

BEST COPY AVAILABLE

Write the final copy of your paper here.

Dear Manager,

I belese that teenagers under 15 should be allowed in the mall without an adult because Firstly Teenagers shouldn't be punished for what another one did. Secondly not all teenagers are bad. And lastly they were blamed but did they do it.

First of If one teenager does something that dosen't mean that another one should get punished for it. It isn't fair we all shouldn't have our previlages taken away just because of the actions of some one else. You should be able to speend time with your friends at the mall and not have your parents around all the time. And to just have fun at the mall.

I want to ask a question. Are all teenagers bad. No. not in my opion. There are some good teenagers around you know. We all are not bad. And every teenager dosen't shoplift.

Lastly The teens were blamed but did they do it. What about innocent untill proven guilty. Can you proven it.

In the reasons that I have just stated let me remined you that because one teenager did it we all don't have to be ponished, Not all teenagers are bad and just because they were blamed dosen't mean they did it. So if you our biusness let us in.

Score point 2: This response gives two reasons ("If one teenager does something that dosen't mean that another one should get punished for it," and "We all are not bad"). The first idea is only extended ("It isn't fair"), while the second idea has some elaboration ("I want to ask a question...."). This paper is poorly organized.

Printed in U.S.A. Data Recognition Corporation - MM97480:321

STOP

Take any time left to check over your paper carefully.

Write the final copy of your paper here.

Dear Manager,

I disagree with the policy. I disagree because teenagers under fifteen would not want to go to the mall with an adult.

First of all if teenagers did not go, there would be no sales. People would not buy anything, so inorder to sell store goods, without teenagers there to buy something, they would have to lower the prices so more older people come to buy from that store.

Scenod of all if an abult went with a teenager the teenager would have no freedom. The teenager would not be abk goof off and buy things with his or her friends if an adult is watching them.

Finally there would be alot of phone calls about complaining that an adult can't go with a teenager because of work. Most adults drop their kids off at the mall, by them selves or with a friend, and go to work right from there and pick them up later.

In conculsion I disagree with this policy.

Score point 2: This response gives three reasons ("there would be no sales," "the teenager would have no freedom," and "there would be alot of phone calls about complaining") that they disagree with the policy. The elaboration for each is minimal but not adequate for a higher score.

Score Point 3

The response exhibits a reasonable command of persuasive writing. Most of these responses will have two or more adequately elaborated reasons. However, some responses may have one reason which is well-developed and well-articulated. The writer has a sense of audience and has attempted to establish rapport with that audience through the use of persuasive argument. The writer's organization provides a reasonable sense of logical progression. The response is generally coherent and complete overall, although minor weaknesses are present.

Write the final copy of your letter here. You may use this page and the next page.

Dear Mall Manager,

In my opinion, teenagers under the age of fifteen should be allowed to be in the mall without an adult chaperone. One reason is that most teenagers are responsible enough to go places alone and not get into any trouble. Another reason is that if the parents didn't trust their teenagers, they wouldn't let them go in the first place. My last reason is that all teenagers shouldn't be penalized for the few that do shoplift.

As I said before, most teenagers are responsible enough to go places with their friends and not get into any trouble. If I knew one of my friends was going to start any trouble, I would refuse to go, as simple as that. I don't go places with my "clique" for the fun of sneaking something I'm not supposed to do. I know what my responsibility is. Therefore, I do what I know is right and so will you.

The second reason I mentioned stated that if parents didn't trust their children to do stuff without

them there every second, they wouldn't let their child go. I think parents have enough sense to know when something wrong, or even illegal, is going on. They may sometimes make false accusations, but you've got to realize that it is only because they care. Different parents have different rules and you should allow them to choose if they trust their own teenager enough to let him/her out of their sight. I hope I never lose my parents' trust.

My last and most important reason is that all teenagers shouldn't be penalized for the few that shoplift. The adults, once again, are making false accusations. Teenagers caught shoplifting should be sent to Juvenile Court. That way all teenagers wouldn't be banned from something they enjoy.

In conclusion, my reasons are (in shorter form) responsibility, trust, and biased penalty. I hope when you make your final decision, it will be the best one for everyone.

Thank you,

Score point 3: This student gives three reasons supporting their idea that teenagers under fifteen should be allowed without an adult ("teenagers are responsible," "if the parents didn't trust their teenagers, they wouldn't let them go in the first place," and "all teenagers shouldn't be penalized for the few."). The first two are adequately elaborated while the third is sparse and shows a weakness in progression.

Write the final copy of your letter here. You may use this page and the next page.

Dear Mall Manager,

I must say I disagree with your "Stop all shoplifters at any cost" theory. I think it is unfair to penalize all teenagers for a few wrong-doers. Your mall will lose a big percent of shoppers, therefor your mall will lose money. If you would just put more money into security. I guarantee lost shoplifters and vandlists.

You can't penalize all teenagers just because of a few wrong-doers. I would bet only two to five percent of us shoplift. Can you really penalize the other ninety five percent of us?

Teenagers can be big spenders. Without us, you would lose a big percentage of your profits. That would cause stores to close, and eventually your mall will go bankrupt.

I think all you need is better security. You could install more security cameras and two-way mirrors. If you put guards patroling the malls

grounds. There would be less vandalism if you could publicize this. it would scare away Teenage shoplifters and vandalists with less shoplifting, more stores will want to open in your mall That would result into bigger profits.

Mr. Mall Manager, I think your idea is unreasonable. all that would result is a loss of money for you. I'd hope you will consider my plan.

Yours truly,

Score point 3: This response gives two reasons why they disagree with the policy ("it's unfair to penalize all teenagers," and "your mall will lose money") and presents an idea to help deal with the problem of shoplifters and vandals. The reasons are adequately elaborated and there is a sense of logical progression of ideas. The writer has attempted to establish a rapport, is coherent and shows a reasonable command of persuasive writing.

STOP

Write the final copy of your paper here.

Dear Manager,

I agree with this policy that teengers under the age of fifteen may not be in the mall without an adult. This would decrease violence in the malls, Stores would be making more money, and spend quality time with family.

To begin with this would decrease violence in the malls. With this rule adults would be their teenagers most of the time and could keep an eye on them. For instance if ~~Teenager~~ was always getting into fights when he was at the mall by herself. With this rule his parents could stop the fights before he got into trouble.

Secondly, Business would making more money if adults shopped with teengers most teenage's under the age of fifteen don't have much money to spend. For examle, if teenager brings along an adult they could buy the teenager clothes from a nice store and they the limit of money might be a little higher, and stores would making more money off a teenager with an adult.

Finally you could spend quality time with your family. For instance if you don't see your family that often you could go to the mall together. If we got this policy this could be the only way some teenagers would see their parents sometimes.

We must have this policy that teenagers under the age of fifteen may not be in the mall without an adult.

Sincerely,

Score point 3: This response gives three reasons why they agree with the new policy ("decrease violence in the malls," "Business would making more money," and "you could spend quality time with your family") and adequately elaborates them all. The writer shows a sense of organization and persuasive argument. The response is generally coherent.

BEST COPY AVAILABLE

Write the final copy of your paper here.

Dear Manager,

You should not impose a policy that would force teenagers under the age of fifteen to be accompanied by an adult. After you read this I'm sure you will see why.

First of all, in most crimes you hear about on television or radio, adults are the cause. For example, have you every heard about someone younger then fifteen kidnapping someone. May be one or two teenagers have shoplifted but that is no reason to spoil it for the rest.

Secondly, a mall is not only a place for shopping. Children need socialization To help them develope into adults. The mall provides that socialization. Children can't socialize with an adult always around it makes them uncomfortable.

Finaly, teenagers are your customers. Teenagers come to the mall and shop almost everyday. It is a fun activity for them For example, they play at the arcade for a while. Then they go get something to eat or drink. After that they go look at clothing they might want to buy. If you go though with this policy you might lose more than half of your busisness.

In conclusion, this policy would hurt the mall and the development of the next generation. It is obvious you should not pass this policy.

Score point 3: This response gives three reasons the policy should not be imposed ("in most crimes you hear about on television or radio, adults are the cause," "Children need socialization," and "teenagers are your customers") with adequate elaboration and a reasonable sense of progression. It generally is coherent and complete.

31

Score Point 4

The response exhibits a strong command of persuasive writing. The writer has identified the subject matter, has taken a positive position about the subject matter, and has appropriately and effectively presented persuasive information in support of the position that he/she has taken. The writer's organization provides a clear sense of logical progression and overall completeness. The composition is coherent.

Write the final copy of your paper here.

Dear Manager,

I have heard that you are considering a new policy at your mall which would state that teenagers under the age of fifteen would not be allowed in the mall without an adult. You believe that adopting this policy would cut down on the amount of shoplifting in the mall. I believe that you should not adopt this policy; that it would be very bad for business and the young people it affects for several reasons.

You should not adopt this policy because, if you do, your mall will lose some of its best customers. Teenagers under ~~age of~~ fifteen are at an age where they like to meet friends and be social, but are not old enough to go to clubs or concerts regularly. Naturally, they go to malls instead. Malls are safe, temperature-regulated, and a good place to meet friends and "hang out". If they are not allowed to come to the mall without a parent, they will most likely not come at all. Business will go down drastically without these regular customers who have nothing better to do with their money than spend it at the mall. So, financially speaking, this idea would be very bad for your mall.

In this crazy world, the mall is sometimes one of the only safe places where a teenager can go. A mall usually has police officers, is away from the drastic heat and cold of the outside world, and provides a good, healthy environment for members of the unfortunate age that lies between thirteen and fifteen. Since an adult can't always go with to supervise, a teenager must find somewhere else to "hang out".

BEST COPY AVAILABLE

The only other place to go might not be as safe and supervised as the mall and the teenager might be more at risk of "street violence or being exsposed to drugs. Kicking these kids out of the mall might lead to their demise, as it is much safer than a lot of other places they might go. I think it would be selfish to have such a clean, safe facility and keep away the people that need a place like that the most.

In conclusion, I think that you should not adopt this policy at your mall. To do so would surely cut down the amount of business and money that you take in now and would leave poor, innocent kids without a safe place to go.

Score point 4: This response gives two reasons the policy should not be adopted ("your mall will lose some of it's best customers," and "the mall is sometimes one of the only safe places where a teenager can go"). It exhibits a strong command of persuasive writing and a clear sense of logical progression. It is coherent and complete.

Printed in U.S.A. Data Recognition Corporation - MM97480:321

STOP

Take any time left to check over your paper carefully.

Write the final copy of your paper here.

Dear Manager,

Teenagers should not be allowed in the mall without and adult. This would prevent harm from coming to teens, reduce crime, and help make the mall an easier place to shop.

First of all, many teenagers and younger children are either kidnapped or bribed into going somewhere else with a complete stranger. This happens every day and is very dangerous because the teenagers can be raped, held hostage, or even murdered. Without parental supervision, they are free to go anywhere they wish or are forced to go. It is important to keep the teens in our town as safe as possible so that nobody, especially parents, will have to worry about them being harmed.

Secondly, having this rule will help reduce the crime done in the mall. Teenagers who are let loose in the mall without somebody older to show them what is right to take and what is wrong to take might start shoplifting and not realize that it is wrong. Many check-out counters have items that are free, and teens may not know which are free and which have to be paid for. Some teenagers knock something over and are afraid to pick it back up because they don't want anybody to know that it was them. For example, if an eleven-year-old knocked over a mannequin in a clothing store, he or she would be afraid that he was caught near it, so he would try to leave. If, then, he was caught, the store manage might not realize that it was unintentional and call the police. But, if he had a parent or another adult with him at the time, either the accident would it have happened at all or else it could have been smoothed over with the manager.

Finally, the mall would be an easier place for elderly, handi-

BEST COPY AVAILABLE

capped, and any other people to shop without groups of screaming, yelling, teenagers running down the aisles and hallways. Once teenagers get together, they usually become wild and do not need any other people who are trying to shop. It is very rude for the teens to block aisles, stop traffic, or crash into people because of their needlessness. If teenagers had an adult with them, they would be calmer and less likely to create a disturbance for other shoppers.

In order to keep peace in the mall, it is crucial that teenagers not be allowed in the mall without an adult supervisor.

Score point 4: This response gives three reasons they agree with the policy ("would prevent harm from coming to teens," "reduce crime," and "help make the mall an easier place to shop"). The reasons are well elaborated with a strong sense of logical progression and persuasive information. The response is unified and complete.

Printed in U.S.A. Data Recognition Corporation - MM97480:321

STOP

Take any time left to check over your paper carefully.

Write the final copy of your paper here.

Dear Manager,

We have just heard of your new policy to not allow teens under the age of 15. Sir, I am apalled. I have written with the hopes that you will come to terms with our reasons. As you read please try to keep an open mind.

You must not like money to much, because if you band teens under 15 without an adult many will just go somewhere else. Just imagine the scene 15 years from now, a nice clean under controll kind of mall, the only problem is your customers are a few people who think your mall is a pretty good walking track and nothing more. Another way to lose money is if say teens do come with their parents half of what they want to buy is shot down by their parents.

Now its Time to confront a more important issue, that of discrimmination. Now just because a few minors decide to pull a few pranks you want to shut us all out. Its happened before, they call it segregation. The courts don't give a flip about your dime and penny operation, they'll make short and sweet, closed until further revision. Now none of us want that to

BEST COPY AVAILABLE

we sir.

Now lets look at the parents of these teens you have condemned. In these days most parents work full time jobs. These parents don't have time to spend hours at the mall like we the teens do. This forms a great inconvenience. Parents killing themselves at work, just to spend the rest of it at the mall.

Sir we the people of this town thoroughly enjoy patronizing your mall. These thoughts are written in the interest that we may improve each other together as a community that is joined and not seperated.

Score point 4: This response exhibits a strong command of persuasive writing. The writer has taken a clear position about the policy ("Sir, I am appalled,)" and has presented effectively organized persuasive information in support of allowing teens in the mall.

Printed in U.S.A. Data Recognition Corporation - MM97480:321

STOP

Take any time left to check over your paper carefully.

Write the final copy of your paper here.

Dear Manager,

Must teenagers be blamed for everything? I strongly disagree with the action you are planning on taking. I believe that teenagers should be able to go to the mall without a parent or guardian. Statistics have proven that much of the vandalism is done by people over the age of 18. When you announce that teenagers under the age of 15 must go to the mall with a parent, the family ideal of trusting each other will be broken. Many teenagers, like myself need time with just their friends, and to get away from family members. I am asking you to listen to one teenager who is speaking for teenagers everywhere. By not putting your policy to work, many people will benefit.

Recent surveys have shown that most of the vandalism is being done by adults of 18 years and older. The way I see it, these people should be punished for the crime of shoplifting, not the innocent teenagers who just want to go shopping with their friends and have honest clean fun. The people who are now committing the crimes might have done so when they were a teenager. Still, this no reason to stereotype all teenagers of America as being shoplifters. You, as the manager will get the bad side of the deal. The shoplifting will not stop because you are not punishing those who are committing the criminal acts. You will also loose a lot of business because the teenagers of the community will not shop at your mall, insulted by the shoplifting stereotype. Lets keep your mall a great place for anyone to shop by letting teenagers under 15 shop by themselves!

One thing that any stable family must have to survive is trust. When word gets out to all the teenagers in a community, that they must go shopping only with their parents, the teenagers will be furious. The parents will be blamed from the start about this new policy. The teen-

BEST COPY AVAILABLE

agers at the family will accuse their parents of not trusting their own flesh and blood enough to let them go shopping by themselves. Being a teenager myself, I know that when their is a disagreement in the family unit there can be chaos and some very sleepless nights. I have no idea if you have a family or not but if you did I would hope you would have known what the consequences to the family unit would be from your own policy. Benefit everyone and terminate this policy before it has time to do harm.

Every human being on this earth needs time to be alone from your family and the stress of everyday life. When your policy is put to work this will be virtually impossible for the teenagers and the parents in the household. Your policy is also putting to much responsibility on the parents. After spending a week with stress at school, and then spending stressful nights with your family all teenagers need a break. Parents also need a break from their children and stress at the office. Teenagers will have an awfully hard time getting away from their parents because if you go to the mall you must have a parent along. This is also putting stress on the parents because that means at times they are going to have to "bend over backwards" to be with their children at the mall. It is time to put this insanity to a stop. If we just throw away this policy, it will be better for everyone.

I strongly believe that teenagers unde 15 years of age should be able to go to the mall by themselves! Recent surveys have proven that the shoplifting is not done by teenagers under the age of 15. The trusting relationship will be broken between family members. Everyone diserves a chance to get away from family members. Benefit everyone, including yourself and let teenagers under the age of 15 go shopping by themselves!

Sincerely,

Printed in U.S.A. Data Recognition Corporation - MM97480:32

Score point 4: This response gives several reasons why the policy should not be put into effect. The response is well organized and has a strong persuasive tone, ("Benefit everyone and terminate this policy before it has time to do harm."). It is unified and complete.

Take any time left to check over your paper carefully.

NONSCORABLE

N S	This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompt, and responses that are off topic or incoherent. The Scoring Director must give permission for the use of "NS".
N S	This paper was not scorable because the paper was blank.
N S	This paper was not scorable because the paper was not on the topic given.
N S	This paper was not scorable because the student simply restated or copied the item in his/her own handwriting.
N S	This paper was illegible, or incoherent, or written in a foreign language and was not readable.
N S	This paper did not have enough words to tell if the writing was on the topic given.

SECTION THREE: CONVENTIONS RATING

CONVENTIONS RATING SCALE

+	=	The composition provides evidence that the writer has a reasonable and acceptable level of proficiency in sentence formation, usage, and mechanics.
-	=	The composition provides evidence that the writer does not have a reasonable and acceptable level of proficiency in sentence formation, usage, and mechanics.

CONVENTIONS RATING CRITERIA

The three domains of sentence formation, usage, and mechanics combine to produce the written language conventions through which meaning is delivered. A brief definition and a review of each of these convention domains follow.

Sentence Formation

A complete sentence is the expression of an assertion, proposition, question, command, or explanation in such form that T-units and their constituents are internally related and either coordinated with or separated from each other. A composition that demonstrates the writer's consistent examples of these structural errors are provided below:

Run-on Sentences: A run-on sentence results when two complete T-units are fused together, without benefit of a conjunctive element, and are punctuated as one sentence.

Correct: The students completed their work, and they went to the cafeteria.

Error: The students completed their work they went to the cafeteria.

Sentence Fragments: A fragment is any construction that does not constitute a complete T-unit, but that is punctuated as a sentence. The rhetorically effective fragment, although more appropriate in a dialogue and colloquial writing, is not entirely inappropriate in an informal composition. This type of fragment is used sparingly, however, by the proficient writer.

Unacceptable: My room is always messy. With papers, clothes, and books everywhere.

Usage

Usage is the selection of words, grammatical forms, and idioms which are acceptable and effective for standard, informal, edited, written English communication intended for an audience committed to national, reputable, and present standards.

Examples of typical usage errors follow:

Pronoun Errors:

case - Margaret and me went to the store.

agreement - Each boy did their best.

redundancy - I'm going to take me a bath.

Verbs:

tense selection - Last week she give me her answer.

tense formation - She gived me her answer yesterday.

selection of non-standard forms - Billy ain't at school today.

Subject-Verb Agreement:

plural subject - Billy and Mary was at the meeting.

Negators and Negating Constructions:

double negative - We don't have no money.

Mechanics: Spelling, Punctuation, Capitalization

The skilled use of mechanics involves the use of conventional representational cues and symbols in constructing language units.

Spelling: Spelling errors in common one-syllable words of six or fewer letters are considered to be serious errors.

Examples: gril, freind

Punctuation: Examples of typical punctuation uses follow:

A. Uses of the Comma

Use commas to separate elements which might otherwise seem to run together:

1. to prevent a confused, ambiguous, or awkward reading.
2. to separate elements in a series.
3. to separate elements in dates, addresses, and place names.

B. Uses of the Period and Question Mark

1. Use a period to mark the end of a declarative sentence.
2. Use a period to mark an accepted abbreviation.
3. Use a question mark to indicate that a sentence is to be understood as a question.

Capitalization: Some capitalization rules follow:

A. Capitalize the first word of each sentence.

B. Capitalize proper nouns.

C. Capitalize the names of the days of the week, months, and holidays.

Write the final copy of your paper here.

Dear Manager,

You should not impose a policy that would force teenagers under the age of fifteen to be accompanied by an adult. After you read this I'm sure you will see why.

First of all, in most crimes you hear about on television or radio, adults are the cause. For example, have you every heard about someone younger then fifteen kidnapping someone. May be one of two teenagers have shoplifted but that is no reason to spoil it for the rest.

Secondly, a mall is not only a place for shopping. Children need socialization To help them develope into adults. The mall provides that socialization. Children can't socialize with an adult always around it makes them uncomfortable.

Finaly, teenagers are your customers. Teenagers come to the mall and shop almost everyday. It is a fun activity for them For example, they play at the arcade for a while. Then they go get something to eat or drink. After that they go look at clothing they might want to buy. If you go though with this policy you might lose more than half of your buissness.

In conclusion, this policy would hurt the mall and the development of the next generation. It is obvious you should not pass this policy.

Conventions (+)
This paper has sufficient evidence that the writer has a reasonable and acceptable level of proficiency in sentence formation, usage, and mechanics.

BEST COPY AVAILABLE

Write the final copy of your letter here. You may use this page and the next page.

Dear Mall Manager,

I Disagree what has taken place in your letter. I Know It is true about Shoplifting in the mall but I Don't think you should punish everyone for this.

There are more good then bad at the mall fore one reason without the children the parents don't spend most of their money. Secound, most teenagers would not go to the mall with there parents So that will coast you a change in profits.

Back to my first reason without the children the parents might Save thier money instead of leaving them behind they should take more like me and we would ask for more stuff (toys, cloths, food, shoes, exc).

getting right along to my secound reason most teenagers would not be caught with there parents in a mall or anywere. put your self in my case? would you wan't to be home writing a letter about how you can get your self back into the mall or just be at the mall.

Getting a new reason third
here's a good one for you
Do you have children under 15 that
like to go to the mall if not
your coasting you self more and more
every time. I right a paragraph.
for my conclusion
I think you should let teenagers
under 15 into the mall and
hire more cops

Sincerly

Conventions (-)
This paper has sufficient evidence that the writer does not have a reasonable and acceptable level of proficiency in sentence formation, usage, and mechanics.

STOP